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ABSTRACT

High school students' lack of personal responsibility and academic ownership, negative or indifferent attitude, and lack of initiative and general motivation are often of concern to teachers and parents. This action research project evaluated an intervention to increase high school students' motivation, responsibility, and initiative. Students were enrolled in a freshman English or Spanish class and one art class comprised of students from all grade levels in a parochial high school located near Chicago. The needs of parents, students, and faculty with regard to the educational process were identified by means of surveys; students' needs were identified as being distinct from those of the other two groups. The one-semester intervention used cooperative learning, authentic assessment, journal writing, and portfolio development to meet students' needs for belonging, power, freedom, and fun within the classroom environment. In order to assess the effects of the intervention, the initial survey determining student needs provided baseline data. Observational checklists were completed throughout the study to assess progress in student participation and motivation. Self-assessments and portfolios were also used to assess student responsibility for learning and motivation. The needs survey was re-administered to identify needs not met by the intervention. The findings indicated a positive correlation between the teacher's intervention to meet student needs and the level of student motivation. (Twenty-six appendices include data collection instruments and sample instructional materials. Contains 20 references.) (KB)

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Effective Motivation Through Meeting Student Needs

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An Action Research Project Submitted to the Graduate Faculty of the

School of Education in Partial Fulfillment of the

Requirements for the Degree of Master of Arts in Teaching and Leadership

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Effective Motivation Through Meeting Student Needs

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Abstract of Research Study

This research study was conducted for the purpose of increasing student motivation, responsibility, and initiative. The study was conducted in three high school classroom settings. To determine the probable causes of the targeted indifference and lack of motivation, the research team administered a student, parent, and faculty survey. The results of the survey indicated that each one of these three groups had different priorities in terms of what needs they considered most essential in respect to the educational process. The researchers focused their intervention strategies to meet the needs indicated by the students. The needs indicated on the survey were classified into the areas of belonging, power, freedom, and fun within the classroom environment.

Intervention strategies such as cooperative learning, authentic assessment, journal writing, and portfolio development were implemented in order to meet student needs. After one semester of intervention, an exit survey was conducted. There was a positive correlation between the teacher's interventions to meet student needs and the level of student motivation. A positive classroom climate created a sense of belonging. Authentic assessment promoted a sense of freedom. Cooperative learning raised the level of individual student responsibility, as well as incorporating fun into learning. The intervention strategies were effective in meeting the needs of students, and increasing responsibility and motivation.

CHAPTER 1

PURPOSE OF THIS STUDY

General Purpose of this Study

Our proactive study is based upon our desire to meet student needs. We feel this study will stimulate student motivation and personal responsibility within the classroom. In the past, we have observed many behaviors which have concerned us; including a lack of personal responsibility exhibited by students, a lack of academic ownership, a negative attitude, indifference, a lack of initiative and general motivation.

Drawing on our combined thirty-six years of teaching experience, we have identified ten areas to focus on. Our study will began with the distribution of a survey to the students, teachers, and parents of our students to determine which items are of greatest importance to those surveyed. From the responses we will collect, we will prioritize our strategies to meet student needs. (Appendix A, B, C)

It is the apparent student indifference we have observed that has prompted us to initiate this study. We contend that the way we behave reflects what we think, feel, and believe. How much we care determines who we are. As educators, we feel that it is our responsibility to instill a greater sense of caring in our students. By gathering information from students about what is important to them in the classroom, and then using that information to meet their needs, we believed we would motivate students to assume greater responsibility for their learning.

Most recently in a television interview prior to the Opening Ceremonies of the 1998 Winter Olympics in Nagano, Japan, Segi Osawa, the Director of the Boston Symphony Orchestra explained the theme of the ceremonies: "When Children Rule the World." His words reflect our belief that young people should become more involved in life around them. He summed up his comments by saying, "Life is what's happening now - so show up for it!" His message for young people, and for all the world to hear, was to get involved, take ownership, and assume responsibility. This is the premise of our study. How do we bring this concept and spirit to the classroom?

The target group in this study encompasses one Freshman English class, one Freshman Spanish class, and one Art class of grade levels ranging from Freshman through Senior year. Even though the disciplines vary in content and classroom structure, and the academic levels of the students may vary, the same or very similar behaviors exist within each classroom setting.

Immediate Problem Context:

The targeted school is a co-educational, college-preparatory school located in New Lenox, Illinois, about 40 miles southwest of Chicago. It has been administered by the Augustinian Order since 1985. The students come from over seventy elementary and junior high schools within a radius of thirty miles. The area contain south suburban Chicago towns such as Orland Park, Tinley Park, Oak Forest, and Homer Township; a small city (Joliet); and a large rural area which encompasses small communities such as Wilmington, Braidwood, Crete, and Manhattan.

The school building itself, first built in 1962, is basically a one-level structure which is composed of two academic wings, a library, two computer labs, four science labs, two gymnasiums, an art room, a little theatre, and a cafeteria. The property includes various athletic fields, a Pre-School, a Friary, and a grotto.

The targeted school is accredited by the Illinois State Board of Education, the North Central Association of School and Colleges, the Augustinian Secondary Education Association, and the National Catholic Education Association (Providence Catholic High School Self-Evaluation, 1997).

The faculty consists of 73 full-time teachers, and zero part-time teachers, of whom 32 are female and 41 male. This faculty shows continual concern for professional growth and development. This is evidenced by the fact that 62% of the faculty has a minimum of a Master's Degree or are currently working toward a Master's Degree. Of the entire faculty, 78% have attended workshops and/or seminars for professional growth during the past five years.

As of January, 1997, student enrollment had reached capacity with a total of 1,177 students. The distribution by class is as follows: 331 Freshman, 310 Sophomores, 285 Juniors, and 251 Seniors. Of this student population, 541 students are female and 636 are male.

Although the targeted school is Catholic, students of other religious affiliations attend as well. Of the total enrollment of 1177, 1039 or 88.3% is Roman-Catholic and 138 or 7% is non-Catholic or of other religious denominations.

The racial-ethnic composition of this school community as of January, 1997, was 1077 or 91.5% Caucasian, 50 or 4.3% Hispanic, 41 or 3.5% African American, and 4 or .3% Native American.

Nearly 60% of the students' fathers and over 50% of the students' mothers are college graduates or have some college education. 30% of the parents hold professional positions, while 25% hold managerial positions. The parents of most of the targeted students come from middle-class to upper middle-class income families with the average combined income of $45,000 to $90,000.

Many parents regularly volunteer to help offset the cost of tuition. As of January, 1997, 4200 hours were logged by over 300 parent volunteers. Over $80,000 was donated by the two very active parents' clubs to defray the cost of capital improvements. Over 6% of the annual budget is funded by student and parent fund-raisers each year.

The typical school day begins at 7:55 a.m. and ends at 2:35 p.m. There are seven 45-minute class periods with a five-minute passing period between classes. Approximately once a week there is an adjusted schedule for an all-school Mass, faculty meeting, or student assembly. Students are generally grouped homogeneously to address their abilities, needs, and achievements. Most elective courses consist of students from various grade levels and academic abilities.

The average class size, according to the various academic departments, is as

follows: Business: 23.9, Computer Science: 22.8, English: 27.9, Fine Arts: 19.9, Foreign Language: 26.7, Social Studies: 28.5, and Theology: 32.4. Therefore, the overall average class size is 26.6 students per class.

The targeted school community has a college-preparatory curriculum which exceeds those requirements set by the state of Illinois. Each student must earn at least 22 credits to meet the academic requirements for graduation. The percentage of graduates continuing their formal education in four-year colleges, two-year colleges, and technical schools has been at least 98% over the past five years. The specific course requirements for graduation are as follows: 3.5 years of Theology, 4 years of English, 3 years of Mathematics, 3 years of Laboratory Science, 3 years of Social Science, 2 consecutive years of a Foreign Language, 1 year of Physical Education, 1 semester of health, and 1 semester of Economics.

Student academic performance is assessed by the following grading scale which is implemented throughout the whole curriculum: 93 % - 100% = A, 85% - 92% = B, 77% - 84% = C, 70% - 76% = D, below 70% = F. Other measures of assessment are: The NEDT test, given to all Freshman students; the PLAN+ test given to all Sophomore students; and the ACT test, a graduation requirement, given to all Juniors. (Providence Catholic High School Self-Evaluation, 1997)

The discipline program is based upon the belief that discipline is a very important value in our lives. The disciplinary code has been created to develop a sense of responsibility, moral conduct, and integrity within

each student. All students are expected to obey school rules and policies within the school day as well as at extra-curricular functions. The rules are to be followed from the day each student is accepted until the time they graduate (Providence Catholic High School Parent/Student Handbook, 1997-98)

It is our belief that strict enforcement of this discipline policy is integral in achieving the goal of this study, which is to develop greater student responsibility.

National Context of the Problem

The traditional support system, the family, is no longer the source of establishing the skills needed to become a responsible individual. We are in agreement with the California Task Force in our belief that students must have a healthy self-esteem in order to acquire the attributes of responsibility such as being accountable for one's own actions, making moral and rational decisions, being trustworthy, and acting independently without being specifically directed by someone else. According to the California Task Force (1990),

> We act responsibly toward others when we treat people with respect and dignity; when we experience a sense of competence; when we provide a feeling of belonging to others; and when we are involved in establishing rules and consequences of failing to follow those rules. (p.35)

During President Clinton's 1997 State of the Union Address, the President revealed a 10-point plan which made education the top priority. President Clinton

challenged Congress to help make American education the best in the world. This "Call to Action" proposes a budget to increase spending on school reform. (Hoff, 1997). Educational reform must keep pace with the current needs of our society. The skills needed to function as a responsible adult in today's society have become more complex. If we expect our students to be responsible we must provide them with the opportunity to practice and learn responsibility. Bringing this principle into the classroom requires the teacher to change from the role of the sole expert, which can foster dependence, to a facilitator who challenges students to become independent and interdependent. (McCabe & Rhoades, 1992, p. 210) "The need to prepare our students for a rapidly changing world has become imperative. The success and well-being of individuals and of our nation rest upon the school system's ability to produce responsible, thinking adults." (McCabe & Rhoades, 1992, p..210)

CHAPTER 2

PROBLEM EVIDENCE AND PROBABLE CAUSE

Problem Evidence

Our baseline data for our proactive study takes the form of the data collection from our initial survey (Appendix A). By collecting the data, we hope to discover which teaching strategies to most frequently implement to meet the needs of our students, and ultimately improve motivation and personal responsibility.

After a day of teaching, the researchers sometimes find themselves emotionally, physically, and intellectually exhausted. How often do teachers stand before their students at the beginning of class, prepared and ready to teach, only to hear the students lament, "Do we have to work today? Can't we ever do anything fun?" How often has class been interrupted by students asking for paper or pencils, or searching to find the proper book? How often does a teacher ask a question that elicits little or no response from the students? How many questions are asked by the teacher, only to be answered by the movement of the student's eyes to the clock? How many times have teachers corrected a student's behavior, only to have the student respond disrespectfully?

The experiences expressed in the above rhetorical questions are shared by this research team. The attitudes and behaviors metioned here have given the researchers incentive to conduct this proactive study.

Our review of literature on positive classroom environment led to the finding that students have specific needs and attitudes that must be understood by educators in order to significantly stimulate motivation in the classroom (Maslow, 1970). Some of the motivational factors students may need or want in a classroom are: challenging work, trust, variety, feedback, active involvement in the instructional activities, and respect from all members of the classroom community. To determine how relevant these needs are to our students, the researchers administered a survey (Appendix A) at the beginning of the school year. Survey items included academic concerns as well as classroom climate considerations. The study was conducted across the curriculum, including a Freshman English class, a Freshman Spanish class, and an Introduction to Art class which consisted of Freshmen through Seniors.

The student surveys (Appendix A) were distributed during the school day and monitored by teachers. Questions were answered and statements were clarified by each of the three researchers as needed. Parent surveys (Appendix B) were given to students to bring home for parents to complete. Of the 93 parents surveyed, 57 parents responded. Teacher surveys (Appendix C) were placed in teachers' mailboxes and returned to one of the research team members. Of the 73 teachers surveyed, 46 responded.

All of the people surveyed were first asked to compare the perceived importance of each item and then rank the items from highest to lowest on a scale from 1 to 10, with 1 being of greatest importance. (Figures 1, 2, 3)

Item #1 evaluates the importance of being respected, valued, and accepted within the classroom. This item was ranked most important by 12 students, 15 parents, and 4 faculty members.

Item #2 evaluates the importance of the student's understanding of how they learn. One student, and 4 parents ranked this item as most important.

Item #3 evaluates the importance of teacher feedback and the availability of extra help given by the teacher. A total of 10 students and 3 parents chose this as the most important.

Item #4 evaluates the importance of having fun while learning. Thirty-five students, 4 parents and 8 faculty members choses this item as most important.

Item #5 evaluates the importance of taking personal responsibility for learning. Two students, 1 parent, and 2 faculty members ranked personal responsibility for learning as most important.

Item #6 evaluates the importanct of including creativity, and a variety of activities which transfer to real life. Eight students, 10 parents, and 8 faculty members ranked this item as most important.

Item #7 evaluates the importance of a positive, affirming classroom environment. Five students, 2 parents, and 4 faculty members ranked this item as being most important.

Item #8 evaluates the importance of cooperative learning as well as individualized instuction. Five students and 1 parent ranked this item as most

important.

Item #9 evaluates the importance of personal goal-setting and achievement. Two students, and 2 faculty members surveyed ranked this item as most important.

Item # 10 evaluates the importance of clear expectations concerning classroom structure, discipline and academics. Five students, 6 parents, and 14 faculty members ranked this item as most important.

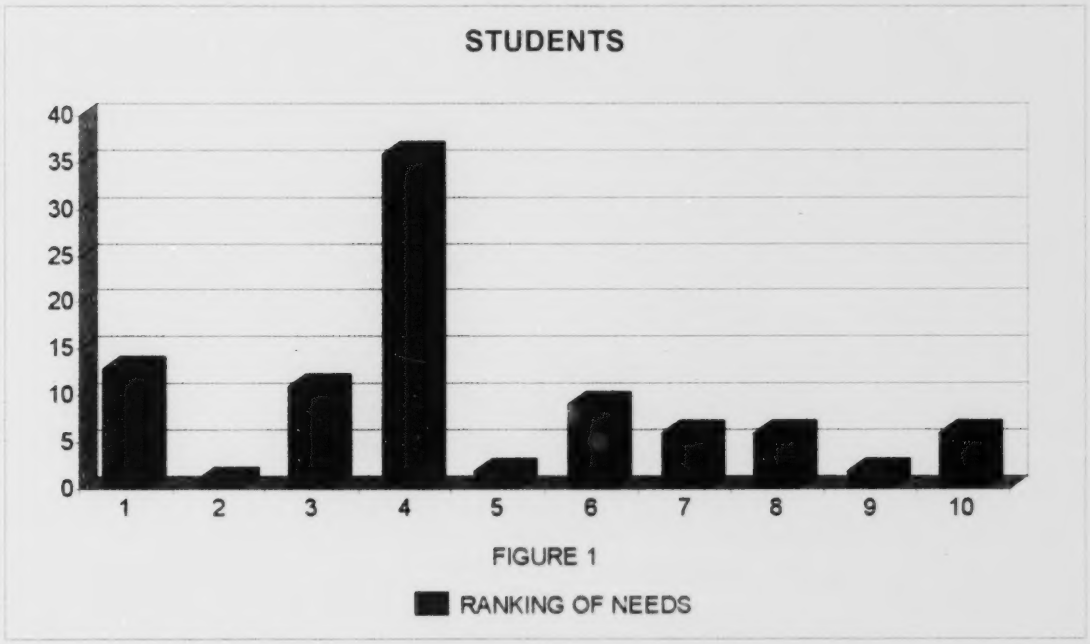

Figure 1. Motivational Ranking of Needs Survey - Student Response

As shown in Figure 1, students consider Item #4, which evaluates the importance of having fun while learning, as the most important factor in their personal motivation. To respond to this need, the researchers implemented

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cooperative learning, (Appendices D,E,F) ,journal writing, multiple intelligence strategies (Appendices G,H,I,J,K,L,M,N,O) and portfolio development. (Appendix P)

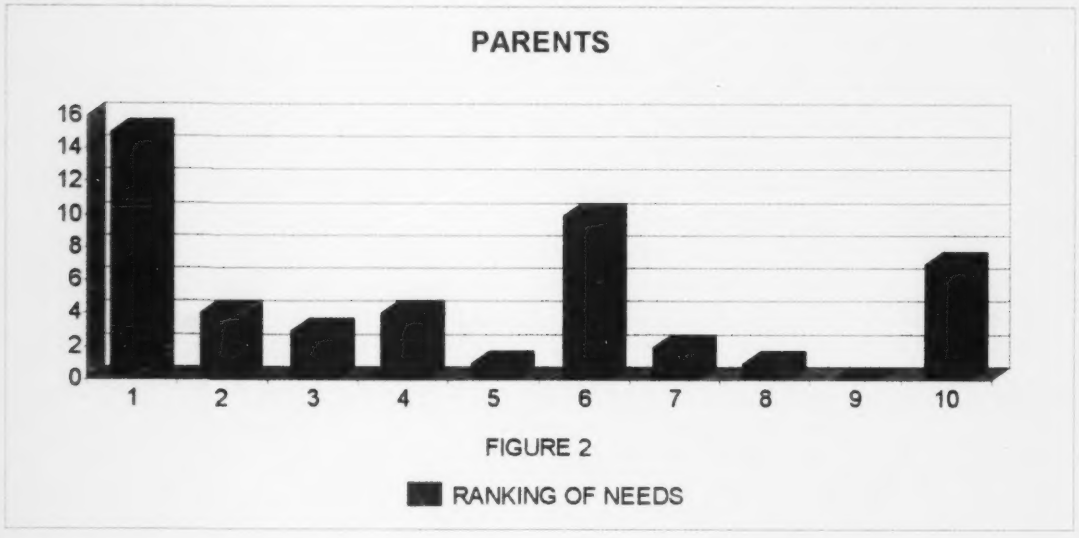

Figure 2. Motivational Ranking of Needs Survey - Parent Response

Figure 2 illustrates that parents consider an atmosphere of acceptance and respect in the classroom to be of prime importance. To address this need, the researchers will developed rules and guidelines callaboratively and periodically called classroom meetings.

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Figure 3. Motivational Ranking of Needs Survey - Faculty Response

In Figure 3, the teachers who responded to the survey indicated that clear expectations concerning classroom structure, discipline and academics the most important factor. Researchers implemented observational checklists (Appendix Q, R,S) and other forms of authentic assessment to monitor (AppendicesT,U,V,W,X,Y,Z) student behavior while placing the responsibility on the student.

In addition to ranking the items in order of importance, students, parents and faculty were asked to indicate how frequently each of the ten items occured in their classroom experience. The responses to the initial survey completed in September are indicated in figures 4, 5, and 6.

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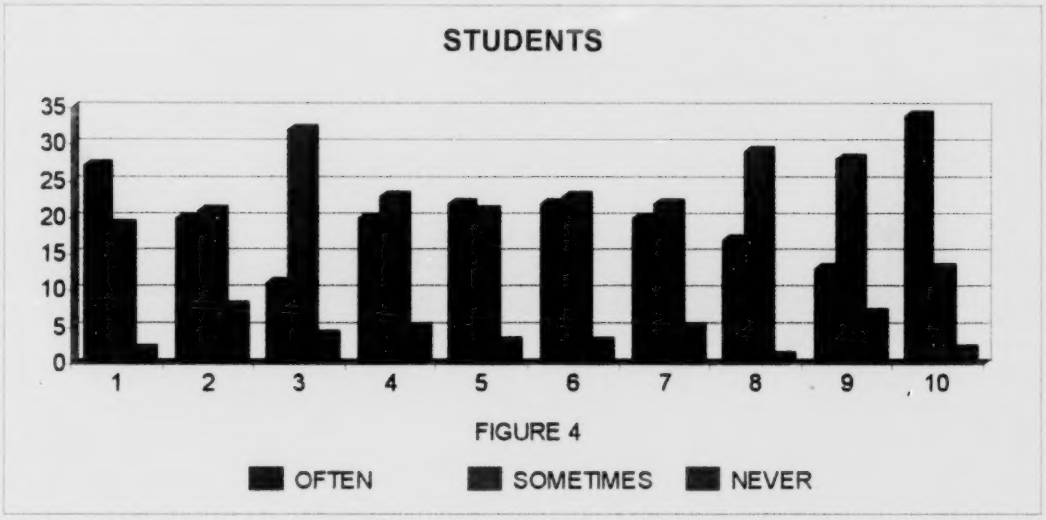

Figure 4. Student Survey

Figure 4 illustrates that students indicated that Item #10 which considers clear expectations in the classroom occurred with the most frequency and Item #3, which deals with teacher feedback and the availability of extra help when needed, occurs with th least frequency.

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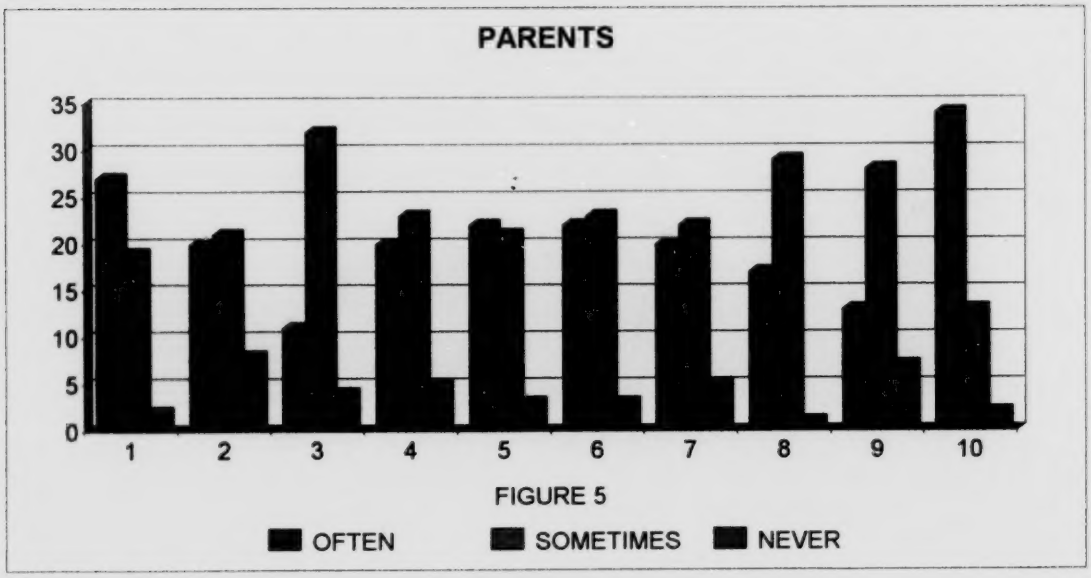

Figure 5. Parent Survey

According to the parental surveys (Figure 5), Item #10 and Item #3 were sited in exactly the same fashion as the student surveys, with Item #10 being the most frequent, and Item #3 being least frequent.

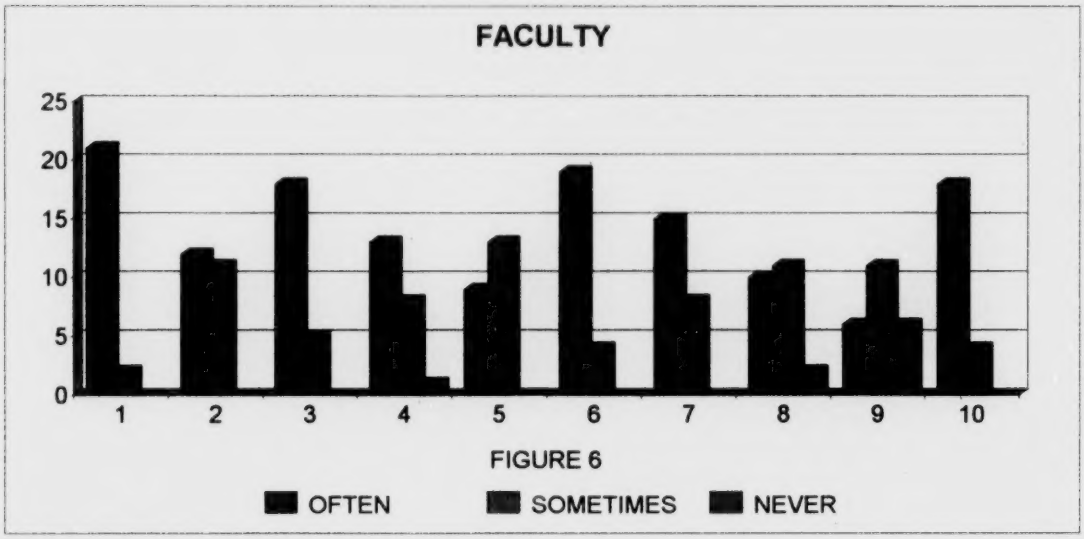

Figure 6. Faculty Survey

Based on the faculty response (Figure 6), Item #1, which evaluates the respect and acceptance students recieve in the classroom, occured most often. Item #9, which evaluates student goal-setting, occurs with the least frequency.

The goal of this research team was to implement specific strategies which will increase the occurrence of each of the ten motivational needs listed as items in the survey. After the intervention was completed, the research team repeated the initial survey with the students. We learned that the information collected from the second survey should indicate whether there is an improvement in the frequency of student needs being met. The problem has been solved if the information represents a significant improvement in this area.

Probable Causes

Current literature suggests that a variety of factors influence student motivation. One of the key influences is inadequate fullfillment of student needs.

> It would be impossible to list every student's needs. Yet this list does help teachers understand what many students need in a positive learning environment. Note that many of the needs are non-academic. They relate to the student's identity, attitude, emotions, and sense of personal control within the learning environment. The teacher's sensitivity to these personal factors is a key determinant of her/his ability to create a positive classroom environment. (Ridley and Walther, 1995)

Much of the research neglects to address student needs and rather directly focuses on teacher strategies. The lack of research regarding student needs suggests that educators do not necessarily consider student needs when planning student instruction. "Research on motivation, however has found that students, the consumers of our services, have specific needs and attitudes that must be understood and addressed." (Canter, 1995)

It is the intent of this research team to use the literature to discover educational strategies which best meet the specific needs of our students based upon the data collected through the initial survey.

CHAPTER 3

THE SOLUTION STRATEGY

Review of the Literature

This proactive study began by conducting a survey on the motivational needs of students. This was the starting point in researching the literature. The solution strategies chosen by this research team are to meet at least one need or item listed on the student survey. These strategies include: creating a positive classroom climate, incorporating the multiple intelligences into classroom instruction, metacognition, cooperative learning, and authentic assessment.

Classroom Climate

One primary and essential student need that must be addressed is the feeling of being accepted, respected, and comfortable within the classroom setting. Items one and seven of the survey reflect this idea. It is the teacher's responsibility to create an environment where students feel welcomed and at ease before learning can occur. Teachers first must establish a positive relationship with the students. Dreikurs states that "A good relationship between teacher and pupil calls for mutual respect and confidence. Children who are treated with dignity and friendliness (not just for the moment, but consistently) respond sooner or later, and accept order and cooperation which is necessary for any social existence. One can and must establish mutual respect and confidence." (Dreikurs, 1971, p. 59)

When students were asked what they expected of their teacher in order to

feel comfortable in the classroom, some of their responses were that they would like the teacher to be kind, considerate, fair, affectionate, punctual, understanding, and friendly. They also expected their teachers to maintain discipline, and to treat them with respect. (Dreikurs, 1971) If teachers attempt to fulfill these expectations and maintain these standards regarded as important by students, a positive, affirming classroom climate can be established.

Other research suggests that a classroom environment which best facilitates learning is a "brain compatible" classroom. In a "brain compatible" classroom, trust and belonging are two additional crucial elements. In this type of setting, the students feel that they belong, can contribute, are considered important by the teacher and are challenged by high, consistent expectations. (Chapman, 1993)

Classroom climate is the environment that sets the stage for all learning that is to follow. Creating a safe, positive, supportive environment is a tremendous task for the teacher but it is a strategy that is important in meeting the students' need for acceptance, respect, and belonging. "For students to be motivated to participate in the classroom, they must feel comfortable taking risks and feel supported in thier efforts." (L.Canter, 1997, p. 11)

Multiple Intelligences

The strategy of teaching through the multiple intelligences is an excellent method to use in satisfying the students' needs of being involved in learning while having fun, as indicated in item four on our survey. Howard Gardner's theory of

multiple intelligences is based on the idea that every person has eight intelligences or eight capacities to learn. The eight areas of intelligence are: Verbal/Linguistic, Musical/Rhythmic, Logical/Mathematic, Visual/Spatial, Bodily/Kinesthetic, Naturalist, Intrapersonal, and Interpersonal. (Chapman, 1993)

To implement Gardner's theory of multiple intelligences, the teacher must modify his/her presentation of material to meet the different areas of intelligence. (Gardner, 1983) By doing this, each student will be involved in the learning process. By putting the theory of multiple intelligences into practice, the philosophy of "every child can learn" can become a reality. (Chapman, 1993)

As indicated in item seven on the student needs survey, students have a need to learn in a variety of ways, to be creative, and to transfer learning to real-life situations. Product-based outcomes, such as creating a product, such as a drawing. can be used to demonstrate a skill more effectively than taking a traditional test. "Product-based outcomes help students make immediate connections to a purpose for learning a skill" (Chapman, 1993, p.10)

Cooperative Learning

As educators, "we must provide our young people the opportunity to learn about and develop a sense of responsibility through experience". (McCabe and Rhodes, 1992, p. 212) One way to accomplish this is to use the technique of cooperative learning. In our student survey, the needs of positive self-esteem, enjoyment of the learning process, personal responsibility, safety, and opportunities

to work with classmates were repeated throughout various item numbers. Each of these student needs can be successfully met using cooperative learning techniques in the classroom. When students feel they have positively contributed to the group, their self-esteem is positively affected. When students are given the opportunity to work with classmates, they enjoy the learning process. In a cooperative situation each student is responsible for contributing his/her knowledge to the success of the group. The presence of other students helps individuals become more confident about their ability to master the knowledge necessary to succeed. James Hendrix cites the findings of Montague and Tanner. These two researchers "noted that cooperative learning activities have positive effects on content learning, interpersonal relations, self-esteem, and attitudes toward peers. Further, when students are actively involved in tasks that are relevant to their lives, they learn better." (Hendrix, 1996) Cooperative learning fulfills many student needs because it allows students and teachers to accept different roles in the classroom. The teacher must let go of the traditional control he/she exercises in the instruction process, and students must accept more responsibility for their own learning and behavior. (Hendrix, 1996)

Metacognition

Research literature began to explore the topic of metacognition in the mid-1970's. Researchers agree that metacognition is a process used for self-analysis and to manage cognitive processes. The study of metacognition has been divided (by researchers) into two generations. The first generation focuses on the relationship

between awareness of learning and performance of a task. In the second generation, researchers concentrated on the effects of teaching students how to use appropriate learning strategies more effectively. (Winograd and Gaskins, 1992) Barrell cites Palincsar, who states, "metacognitive research suggests that students who are aware of the variables that influence learning and have the ability and will to take strategic control of their activity are generally successful learners." (1991) If our goal as teachers is "to help students build a broad foundation of knowledge across a variety of topics, to help students get excited about learning, and to help students learn to independently use their knowledge flexibly and creatively" (Winograd and Gaskins, 1992, p. 225), we must create a classroom atmosphere that models metacognition, as well as one that allows them to practice using appropriate thinking strategies.

Items 2,5,and 9 of the survey specifically relate to metacognition. Students need to be given the opportunity to analyze the learning techniques that are most useful to them. When students are given this opportunity, they can reach an understanding of what they need to do in order to learn, and accept responsibility for performing tasks necessary to make themselves successful.

Authentic Assessment

"One useful way to think about assessment is to contrast it with testing, an ever-present factor that confronts teachers and students in all disciplines." (Hancock, 1994, p.1) For research purposes, the research team will incorporate the

use of student portfolios, classroom observation checklists, rubrics, and student self-assessment and peer-assessment. The implementation of these types of authentic assessment relates directly to the student needs of goal setting, taking personal responsibility for their learning, and providing teacher feedback.

One major aspect of the researchers' use of authentic assessment is the development of student portfolios. The portfolios will consist of samples of student work, projects, self-assessments, feedback from teachers and peers, weekly checklists, journal entries, and class notes. The portfolios will be used to monitor the growth of student motivation and personal responsibility.

A Vermont study was conducted in 1993 to examine the use of portfolios within a statewide assessment program. Analysis of the data suggests "that portfolios can be a potent force for improving classroom instruction". (O"Neil, 1993, p.5) According to Doug Harris, Superintendent of the Franklin Northwest Supervisory Union, portfolios "have had the biggest impact on helping teacher behavior - probably as dramatic as anything I've seen in 22 years." (1993) The study also shows that portfolios help students meet the need of personal responsibility in a highly effective way. Portfolios allow students the medium to assess their own strengths and weaknesses. "The process of assembling a portfolio can help develop student self-reflection, critical thinking, responsibility for learning and content area skills and knowledge." (Arder et al., 1995, p. 2) Our review of the literature validated the selection of portfolios as one of the

major types of authentic assessment which will be used by this research team. Other forms of authentic assessment which will be utilized are journal entries, classroom observation checklists, peer assessment, and self-assessment. "Writing assessment, portfolio assessment, and classroom assessment were shown to be valid approaches to the type of authentic assessment called for within the teaching profession." (Hancock, 1994, p.1)

Project Objective

Our objective was that as a result of adjusting our instructional methods to meet student needs during the period of August,1998 to January,1999, the students from the targeted classes will increase their level of motivation as measured by classroom observation, a review of student portfolios, rubrics, and student self-assessments.

In order to accomplish this objective, the following processes are necessary:

1. Strategies which foster a positive classroom climate will be incorporated.
2. A series of learning activities that encompasses the multiple intelligences will be developed to engage all types of learners.
3. Teaching techniques that incorporate cooperative learning will be instituted.
4. The implementation of student portfolios, obervational checklists, rubrics, self-assessment, and peer-assessment within the classroom.
5. The processing of learning strategies and techniques will be an integral part of instruction.

Project Action Plan

The project action plan followed these procedures:

1. To determine student, parent, and faculty perception of student needs in the classroom, the research team administered a survey to students, parents, and faculty.(Appendices A, B,C)

2. Data was collected and reviewed by the research team to identify the needs to be prioritized according to the indicated responses. Similarities and differences in perceptions from student, parent, and faculty responses will be analyzed.

3. As a result of the data analysis, teaching strategies which will address the needs prioritized by the results of the survey were developed.

4. Lessons were developed which incorporate cooperative learning, multiple intelligences, metacognition, classroom climate and authentic assessment.

5. Guidelines for the completion of student portfolios were distributed to the classes by the research team and will be used throughout the semester in gathering materials for the portfolios

6. Students completed rationales for those pieces selected for their portfolios. (Appendix P)

7. Students completed weekly self-assessments which will be kept in their portfolios and used by the researchers to gauge progress of student motivation. (Appendices V,W,X,Y,Z)

8. Homework and classroom participation was monitored by teacher and student self-assessment forms. (Appendices Q,S,V,W,X,Y,Z)

9. Researchers completed observational checklists to determine student participation in cooperative learning groups, classroom discussions, and individualized instruction. (Appendices E,F)

10. Periodically, the researchers supplied students with feedback forms completed by the teacher. These forms indicate the students' strengths and weaknesses. (Appendices R,U)

11. The initial survey was re-administered to the students.

12. The new data collected by the re-administration of the initial survey was analyzed to determine the extent of success achieved by this study.

Methods of Assessment

In order to asses the effects of this study, the initial survey determining student needs was provide the baseline data needed to begin this study. Observational checklists was completed by the researchers throughout the study to assess progress in student participation and motivation. Rubrics progress in student student participation and motivation. Rubrics were used to gauge and monitor student goal achievement. Students were given the time and opportunity to reflect about their own progress in the form of self-assessment. Portfolios of student work were created in each of the three targeted subject areas and were kept throughout the intervention. The portfolios were used to assess student

responsibility for learning and student motivation. The re-administration of the student needs survey will provide information about which needs have been met throughout the intervention.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this action research project was to increase student responsibility, initiative, and motivation. The researchers involved in this study implemented a variety of strategies to accomplish the proposed objective.

An initial survey was completed by the students targeted in this research. The parents of these same students were also surveyed, as well as the faculty of the school involved. The responses from the three groups were tallied and the results noted.

The results of the survey indicated several areas of concern. These areas were: classroom climate, assessment procedures, teacher feedback, a variety of activities, having fun while learning, and personal freedom. The major concern of the students was to have fun while learning. The parents' major concern was to have a classroom where students felt valued, accepted, and respected. The major concern of the faculty was to have a clear set of academic and behavioral expectations.

The results of the data indicate the necessity of implementing several educational strategies. These strategies are focused to meet the needs of the students surveyed. The researchers used observational checklists, student self-assessment pieces, journal writing, cooperative learning strategies, teaching to the multiple intelligences and portfolio development.

Teacher observation was an ongoing strategy used throughout the action research. Observational checklists were used most often as an assessment tool (Appendices Q,R,S). Teacher anecdoctal records were used as a means of documentation and reflection and completed on a weekly basis and when deemed necessary by the individual researchers.

Student self-assessment pieces were completed approximately every two weeks. This assessment process was insightful for not only the researchers but for the student as well in monitoring their own progress. In assessing their growth, students were encouraged to note their strengths and weaknesses and set individual goals based on their analysis. The self-assessments were shared with parents during parent-teacher conferences and became an integral part of the student portfolios. (Appendices V,W,X,Y,Z)

The portfolios were a compilation of tests, quizes, projects, writing assignments, drawings, worksheets, letter from pen-friends, and class notes. The portfolios also included self-assessments of their work and written rationale of portfolio selection. (Appendices P,V,W,X,Y,Z)

Journal writing was primarily incorporated in the English I class. This process allowed students the opportunity to relate to the subject matter at a personal level. Individual goal setting and analysis of goal achievement was also included through journaling.

Cooperative learning strategies were incorporated throughout the three

disciplines. Team-building, pair-share-square, and jigsawing were used to stimulate student interaction and responsibility.

The researchers were prompted to undertake this study because student behaviors demostrated a lack of responsibility and indifference. These behaviors resulted in frustration and a lack of motivation and disappointment as researchers questioned their own effectiveness as classroom teachers and sought to find a solution to this problem by implementing interventions that would bring about change and eliminate the disparity between teacher expectation and actual student behavior.

Presentation and Analysis

After the implementation of the various interventions, an exit student survey was conducted and the results compared to the initial student survey. The data revealed a marked improvement in the occurance of the areas of needs fulfillment (Figure 7). The students responded that they felt a greater sense of belonging, that they were given more choices, greater freedom, and that they were having more fun in the classroom.

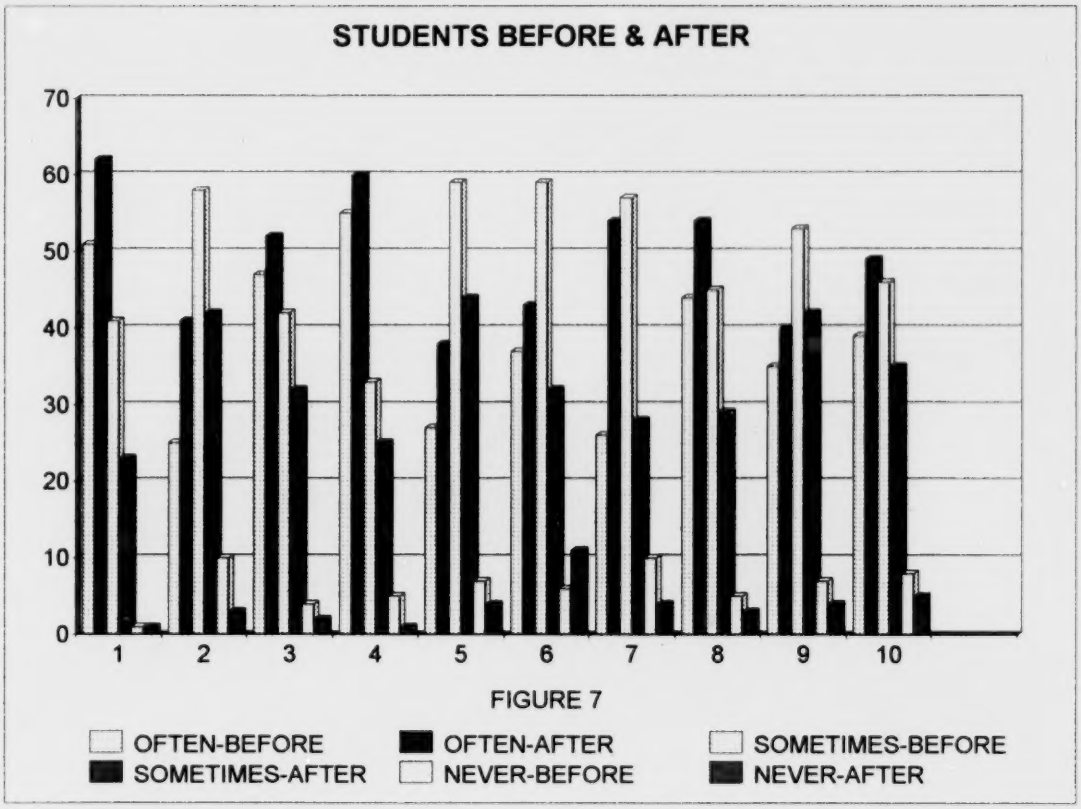

Figure 7. Occurance of Needs Survey - Comparison of Initial and Exit Results

The three prioritized areas in this study, determined by the initial surveys completed by students, parents, and teachers, were: Item #1, to create a feeling of students being valued, respected, and accepted in the classroom; Item #4, to have fun while learning; and Item #10, to have a classroom with clearly stated expectations. In tallying the results of the second survey, the researchers found an increase in each of these areas, indicating success in the prioritized areas within the study. As further illustrated in Figure 7, the most significant increase was in the occurance of creating a classroom climate in which students feel respected, valued, and accepted in the classroom. It is the belief of the research team that creating this type of climate sets the stage for and is conducive to effective learning.

With careful analysis of the data, it also became clear to the researchers that in addition to a meaningful curriculum, certain basic needs must be met to increase student success in the classroom. The findings of this research team are in accord with other behavioral researchers. Rudolf Dreikurs contends that all students want to belong and to receive recognition. When this does not occur in the classroom, students tend to act out and misbehave. The researchers of this project became increasingly conscious of creating a classroom climate that was inviting, comfortable, safe, and free from embarrassment and ridicule. This type of atmosphere helps students develop a sense of security and trust. Then, and only then, will belonging, responsibility, and ownership come about.

Through the completion of the initial and exit surveys, it became obvious to the researchers that many of the student behaviors which prompted this study were a result of a lack of need fulfillment. The low level of student motivation that this research team experienced suggested to them that the students needed to find relevance in what they were learning. If what they are studying has no meaning and is not relevant to their lives, then as the Constructivists' Theory suggests, negativism, boredom, and dissatisfaction set in.

The cooperative learning strategies employed by this research team brought about a greater sense of individual responsibility by allowing the students to have choices, solve problems, make decisions, and to be accountable for their work and behavior. William Glasser says that it is these basic fundamental needs to belong, gain power, to be free, and to have fun that are essential to personal satisfaction and well-being. Conscious of these particular needs, this research team implemented various interventions such as portfolios, self-assessments, and paired and group activities. These interventions reinforced the need to belong, to have choices, to feel success and achievement and at the same time have fun in a safe, caring, and nurturing environment. The researchers found that meeting these needs resulted in more positive and responsible student behaviors.

This research team also became keenly aware of the fact that social skills must be taught. The assumption that students innately know how to behave, to cooperate, and to be responsible is erroneous. The behavioralists Johnson and

Johnson strongly suggest that cooperative skills be taught at an early age to insure success in school as well as in life. Taking the time to instruct students in appropriate social skills was found to be very beneficial by this research team. The importance of teaching social skills and the need of students to be a part of the decision making process, goal setting, and problem solving is shared by researcher Alfie Kohn as well.

Student responsibility and motivation noticeably improved on behavioral checklists and anecdotal recording sheets. Comments on self-reflections conveyed a satisfaction in the freedom, activities, and in the cooperative learning strategies incorporated within the three targeted classrooms. When asked to list three things which help you to learn in class, one student responded, "The teacher is available for when we need help, and she starts us on our way. We get to divide the work with someone else which helps me feel like there's not so much work. This class is relaxing and fun." Another student noted that the three things which help him to learn were "the teacher, the other students, and the fun things we get to do" and then ended with "what more could you ask for?" A third student responded, "Class is organized with clear directions to follow, the teacher walks around and helps us learn, and we are able to work with others to help them to learn too." Out of a class of 29 students, when asked what 3 things help them to learn, 24 of them listed working with one another, while 21 students identified the class as being fun. As a result of this study, each member of the research team felt a shared sense of accomplishment and

satisfaction with their students.

Taking into account the theories and beliefs of the noted researchers such as Dreikurs, Glasser, and others, helped this research team to develop a classroom atmosphere that allows students to become more responsible, more highly motivated, and actively involved in their learning which was the premise of this action research project.

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APPENDICES

A

Saint Xavier University
Consent to Participate in a Research Study:
"Eliminating the Disparity Between Teacher Expectations and Actual Student Behaviors"
September, 1998

Dear Parents / Guardians,

Denise Grenchik, Elaine O'Connor, and Gina Postelli who are enrolled in the Masters' in Education Program at St. Xavier University will be conducting a study involving the students in their respective classes at Providence Catholic High School. The particular behaviors to be addressed in this study are student responsibility and ownership for their education, and student initiative and motivation.

The purpose of this study is to eliminate the disparity between teacher expectations of student involvement and motivation and their actual behaviors and outcomes. As educators, we believe that it is our responsibility to instill a sense of caring in our students. We wholeheartedly believe that our students need to assume greater responsibility for their learning. This is the premise of our study.

In order to bring this concept and spirit to the classroom, several different techniques will be implemented. Initially, student, teacher, and parent surveys will be conducted. As a result of this investigation, data will be collected as various educational strategies are incorporated into classroom instruction. Some of these strategies include cooperative learning, multiple intelligences, portfolios, and authentic assessment.

Be assured that records will not be publicized. Anonymity is guaranteed as all student names will be held in the strictest confidence. Please sign below indicating consent for your child to participate in this study. Please ask your child to return the form to their respective teacher. We truly believe that this is a worthwhile venture, one that will benefit us as educators and more importantly our students. Thank you for your understanding, interest, and consent.

~~~~~~

Research Study Parental Consent Form

I give permission for my child,_____ ,to participate in the study as described. I know that if I have any questions, comments, or concerns I may contact Mrs. Grenchik, Mrs. O'Connor, or Ms. Postelli at (815) 485-2136.

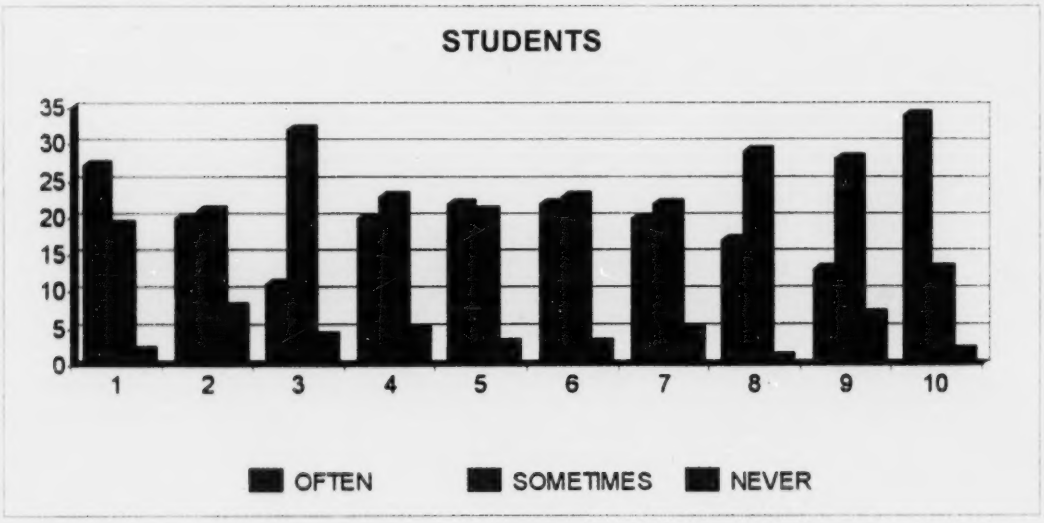
_____ _____

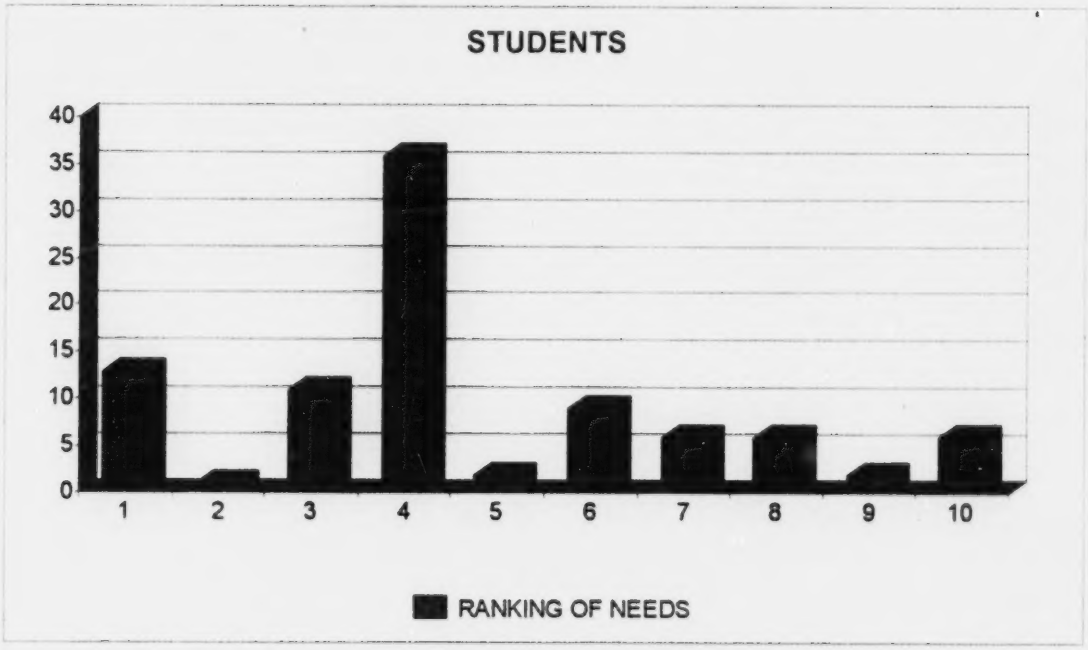
Parent Signature Date
~~~~~~

It is important to the teacher to be aware of what you think is important in this classroom. This is a scale to gauge your ideas about what you need to learn best! Please consider each item carefully and then rank them using the ordinals 1st, 2nd,3rd ... in the order that they are important to you. After you have ranked them, estimate how often each of these learning experiences happens in the classes you had last year. In the experience column, "o" stands for often, "s" stands for sometimes, and "n" stands for never.

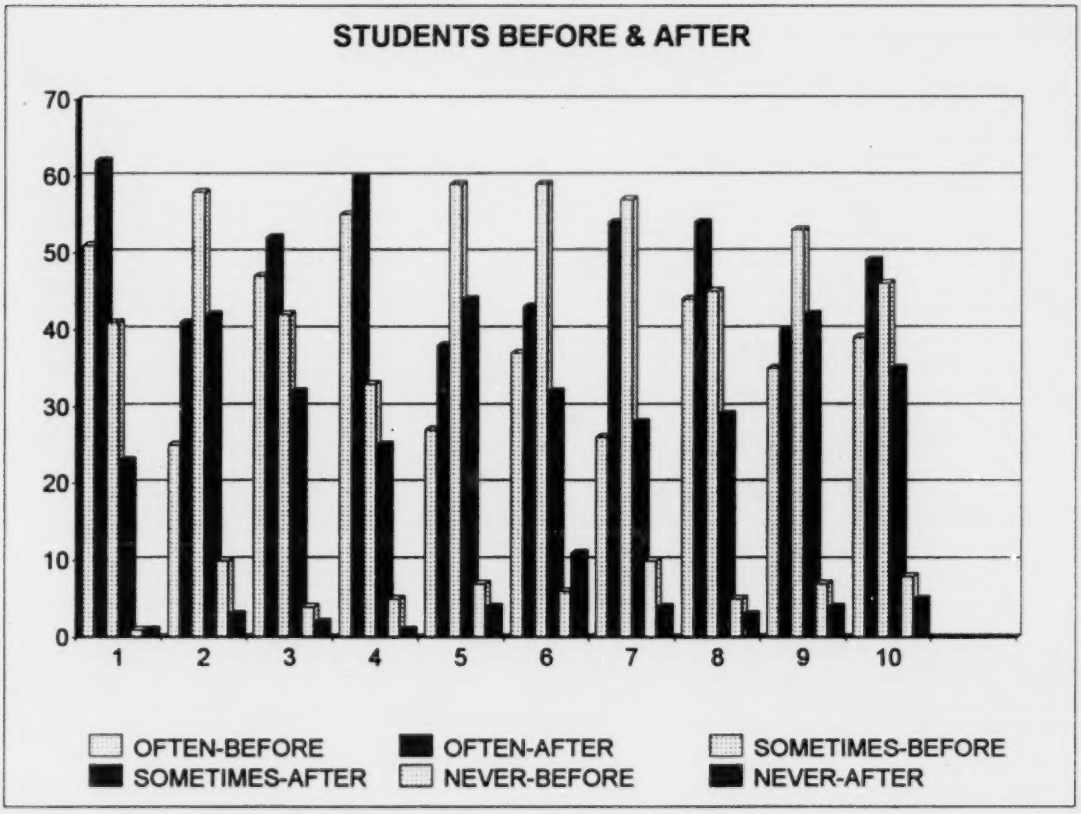
Importance		Experience
_____	1. I learn best when I feel accepted, valuable, and respected by my teacher and my classmates.	O S N
_____	2. I learn best when I understand how I learn.	O S N
_____	3. I learn best when I have detailed and accurate feedback, which includes extra help from the teacher when I need it.	O S N
_____	4. I learn best when I have fun while I am involved in learning.	O S N
_____	5. I learn best when I can take responsibility for my own learning.	O S N
_____	6. I learn best when my teacher uses a variety of worthwhile, creative, and challenging activities which relate to my life.	O S N
_____	7. I learn best when I feel safe from being embarrassed, and there is no negative classroom competition.	O S N
_____	8. I learn best when I have opportunities to work with other students, as well as individually.	O S N
_____	9. I learn best when I get a chance to set my own goals and work to achieve them.	O S N
_____	10. I learn best when I have clear rules, procedures, and a classroom structure that includes high and accurate teacher expectations.	O S N

Name (optional):_____





Motivational Ranking of Needs Survey - Student Response



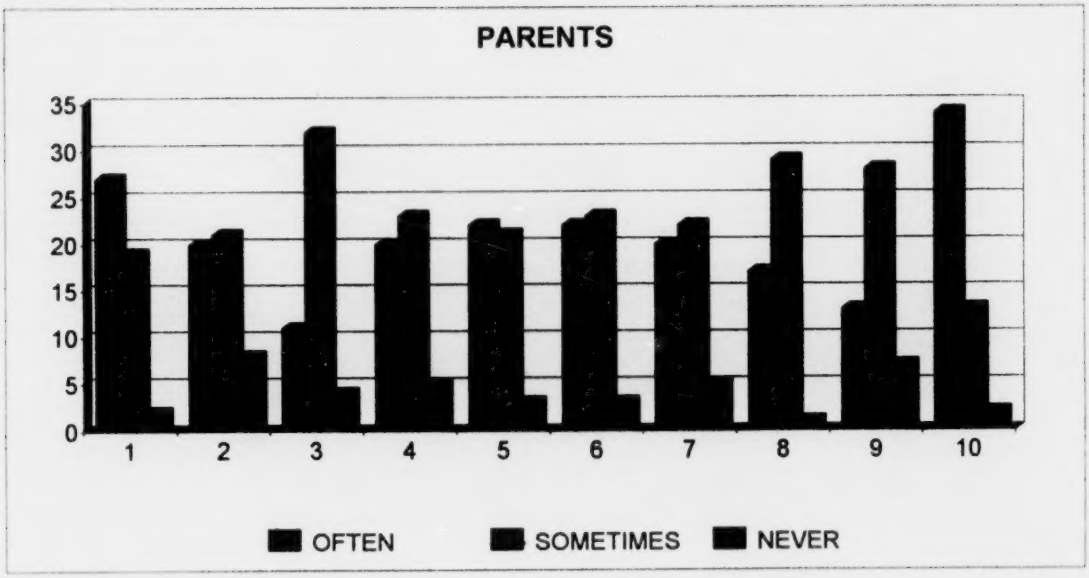
Occurance of Needs Survey - Comparison of Initial and Exit Results

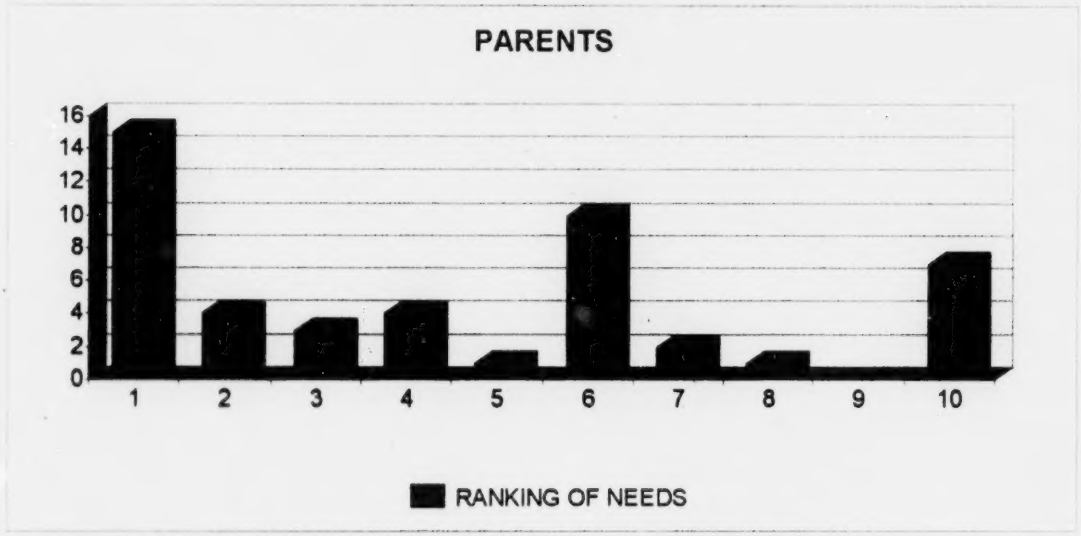
Dear Parents,

As a part of our research, we would like to know how important you consider the following variables to be (in relation to your child's education). Please look at the list and do two things.

1. Put the statements in order according to their importance to student learning. Please use the ordinals 1st, 2nd, 3rd, ... to rank the statements.
2. Estimate how frequently these learning experiences happen in your child's classroom last year. Use "o" for often, "s" for sometimes, and "n" for never.

Importance		Frequency
_____	1. My child learns best when he/she feels accepted, valuable, and respected by the teacher and classmates.	O S N
_____	2. My child learns best when he/she understands how they learn.	O S N
_____	3. My child learns best when he/she has detailed and accurate feedback, which includes extra help from the teacher when necessary.	O S N
_____	4. My child learns best when he/she has fun while involved in learning.	O S N
_____	5. My child learns best when he/she can take responsibility for his/her own learning.	O S N
_____	6. My child learns best when the teacher uses a variety of worthwhile, creative, and challenging activities which relate to his/her life.	O S N
_____	7. My child learns best when he/she feels safe from being embarrassed, and there is no negative classroom competition.	O S N
_____	8. My child learns best when he/she has opportunities to work other students, as well as individually.	O S N
_____	9. My child learns best when he/she gets a chance to set their own goals, as well as work to achieve them.	O S N
_____	10. My child learns best when he/she has clear rules, procedures, and a classroom structure that includes high and accurate teacher expectations.	O S N





Motivational Ranking of Needs Survey - Parent Response

C

To: Providence Faculty

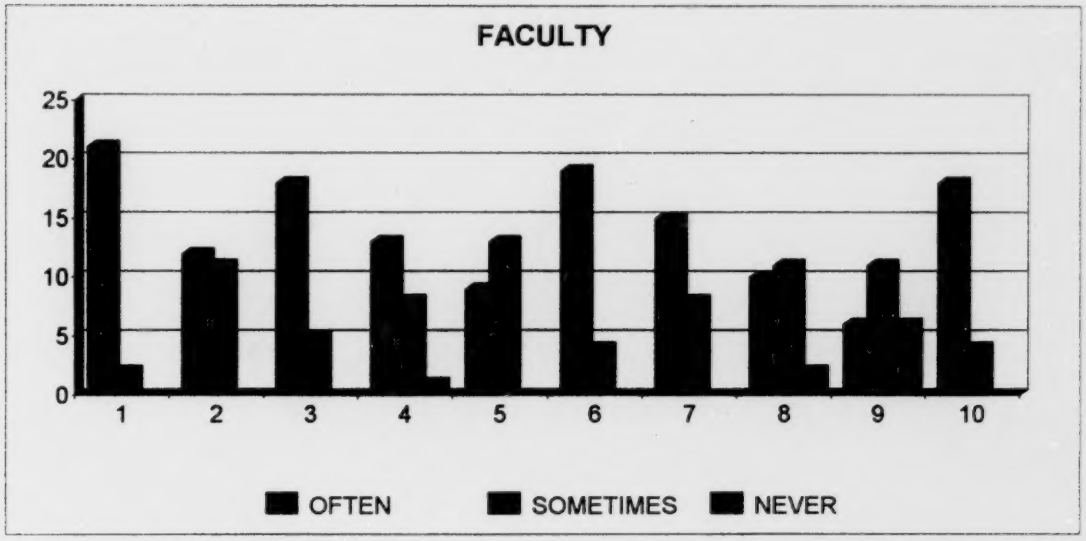
From: Denise Grenchik, Elaine O'Connor, Gina Postelli

As a part of our Master's Degree program, we are doing research on student motivation in the classroom. We would like to know how you prioritize the following areas of educational concern. Please look at the following list and do two things.

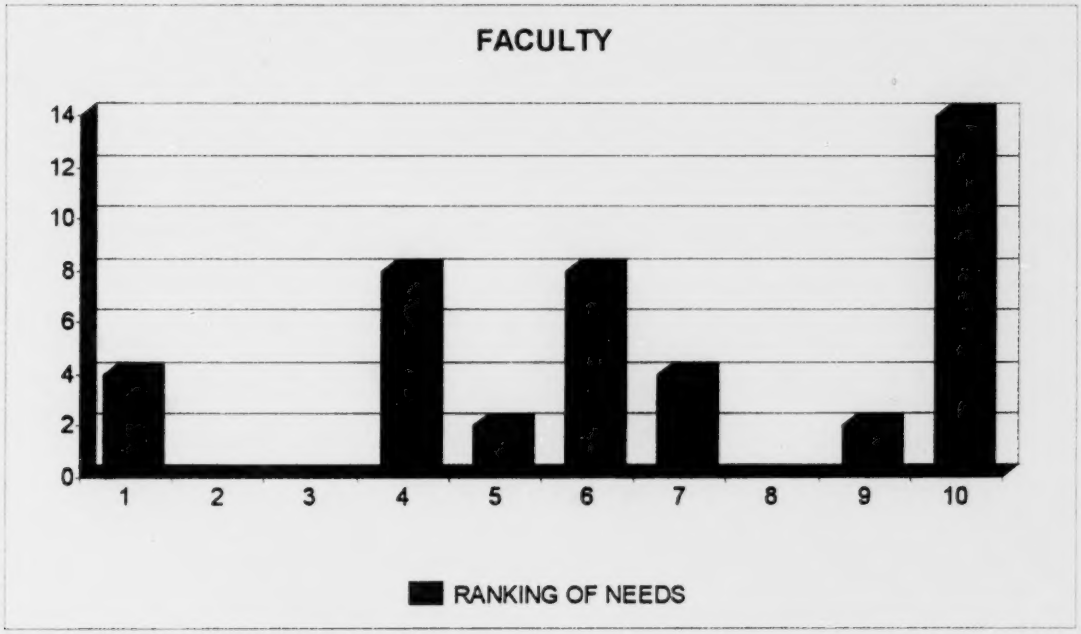
1. Put the statements in order according to their importance in relation to student learning. Please use 1st, 2nd, 3rd . . . to rank the statements.
2. Estimate how frequently these learning experiences happened in your classroom last year. Use "o" for often, "s" for sometimes, and "n" for never.

Please return the completed survey to Denise, Elaine, or Gina by Friday. Thank you for your time.

Importance		Frequency
_____	1. My students learn best when they feel accepted, valuable, and respected by the teacher and their classmates.	O S N
_____	2. My students learn best when they understand how they learn.	O S N
_____	3. My students learn best when they have detailed and accurate feedback, which includes extra help from the teacher when necessary.	O S N
_____	4. My students learn best when they have fun while they are involved in learning.	O S N
_____	5. My students learn best when they can take responsibility for their own learning.	O S N
_____	6. My students learn best when I use a variety of worthwhile, creative, and challenging activities which relate to their life.	O S N
_____	7. My students learn best when they feel safe from being embarrassed, and there is no negative classroom competition.	O S N
_____	8. My students learn best when they have opportunities to work with other students, as well as individually.	O S N
_____	9. My students learn best when they get a chance to set their own goals and work to achieve them.	O S N
_____	10. My students learn best when they have clear rules, procedures, and a classroom structure that includes high and accurate teacher expectations.	O S N



Faculty Survey



Motivational Ranking of Needs Survey - Faculty Response

Huck Finn Comparison Project
1890's-1990's

As we read Huck Finn, you will be asked to make some comparisons between the time when the novel takes place and the present day. There are certain topics that run through the novel. The topics we will be dealing with are:

- racism
- friendship
- families
- religion / honesty
- superstition / tradition

During the time we read the novel, you will be asked to do three things:

1. Analyze the existence of your assigned topic in the 1990's. Focus on the effect it has on people's lives.

2. Identify examples of your topic in the novel.

3. Discuss whether your topic affects people in the same way 100 years later.

Your first task is to identify examples of the topics in the present day. To do this, we will go to the library on Friday and Monday. You will present your findings to the class next week.

Presentation Requirements:

1. Include any four of the following sources:
   - television / magazines / newspapers
   - music
   - literature (novels, plays, short stories, poems)
   - the internet
   - an interview

2. Information will be presented to the class using:
   - posters or collages
   AND
   - overheads or handouts

3. At the conclusion of the presentation, students will take an open-note quiz (created by the presenting group). Quizzes may be multiple choice, short answer, or true and false. Quizzes will be graded by the presenting group, and scores will be included in the third quarter grade.

4. All group members must present one of the four required sections of the presentation. Presenters must give the example and explain how your topic has affected the lives of the people it touches.

5. Presentations will be worth 100 points.
   - 10 per explanation (40 total)
   - 10 per affects of people (40 total)
   - 10 for visual aids and handouts / overheads
   - 10 for the quiz

Group Behavior Checklist

Assessment of Social Skills

Dates: _____

Class: _____

Teacher: _____

Who	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Celebrations
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

[Epilogue, When All the Kids Misbehave, p. 267]

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GROUP BEHAVIOR CHECKLIST

Target social skill: _____

Group members	M	T	W	T	F

Self-Evaluation (How did you do?): _____

_____

_____

_____

_____

Group Evaluation (How did your group do?): _____

_____

_____

_____

_____

Signed: _____ Date: _____

[Epilogue, When All the Kids Misbehave, p. 268]

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MULTIPLE INTELLIGENCES CHECKLIST

G

Check those statements that apply:

1. _____ Books are very important to me.
2. _____ I engage in at least one sport or physical activity on a regular basis.
3. _____ I can easily compute numbers in my head.
4. _____ I regularly spend time alone meditating, reflecting, or thinking about important life questions.
5. _____ I find it difficult to sit still for long periods of time.
6. _____ I have a pleasant singing voice.
7. _____ I can hear words in my head before I read, speak, or write them down.
8. _____ I get more out of listening to the radio or a spoken word cassette than I do from television or films.
9. _____ I have attended counseling sessions or personal growth seminars to learn more about myself.
10. _____ I can tell when a musical note is off-key.
11. _____ I enjoy playing games or solving brainteasers that require logical thinking.
12. _____ I like working with my hands at concrete activities such as sewing, weaving, carving, carpentry, or model-building.
13. _____ I show an aptitude for word games like Scrabble, Anagrams, or Password.
14. _____ I would rather spend my evenings at a lively social gathering than stay at home alone.
15. _____ My best ideas often come to me when I'm out for a long walk or a jog, or when I'm engaged in some other kind of physical activity.
16. _____ I frequently listen to music on radio, records, cassettes, or compact disks.
17. _____ I have opinions that set me apart from the crowd.
18. _____ I enjoy entertaining my self or others with tongue twisters, nonsense rhymes, or puns.
19. _____ I like to set up little "what if" experiments (for example, "What if I double the amount of water I give to my rosebush each week?")
20. _____ I prefer looking at reading material that is heavily illustrated.
21. _____ I often like to spend my free time outdoors.
22. _____ I like to get involved in social activities connected with my work, church, or community.
23. _____ I have a special hobby or interest that I keep pretty much to myself.
24. _____ Other people sometimes have to stop and ask me to explain the meaning of the words I use in my writing and speaking.
25. _____ I play a musical instrument.
26. _____ I feel comfortable in the midst of a crowd.
27. _____ I frequently use hand gestures or other forms of body language when conversing with someone.
28. _____ English, social studies, and history were easier for me in school than math and science.
29. _____ My life would be poorer if there were no music in it.
30. _____ My mind searches for patterns, regularities, or logical sequences in things.
31. _____ When I drive down a freeway, I pay more attention to the words written on billboards than to the scenery.
32. _____ I have some important goals for my life that I think about on a regular basis.
33. _____ I can comfortably imagine how something might appear if it were looked down upon from directly above in a bird's-eye view.
34. _____ I have a realistic view of my strengths and weaknesses (borne out by feedback from other sources).

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35. _____ I need to touch things in order to learn more about them.
36. _____ I like to draw or doodle.
37. _____ I consider myself a leader (or others have called me that).
38. _____ I sometimes catch myself walking down the street with a television jingle or other tune running through my mind.
39. _____ I enjoy daredevil amusement rides or similar thrilling physical experiences.
40. _____ I would prefer to spend a weekend alone in a cabin in the woods rather than at a fancy resort with lots of people around.
41. _____ I enjoy the challenge of teaching another person, or groups of people, what I know how to do.
42. _____ Geometry was easier for me than algebra in school.
43. _____ I can easily keep time to a piece of music with a simple percussion instrument.
44. _____ I'm interested I new developments in science.
45. _____ I believe that almost everything has a rational explanation.
46. _____ I would describe myself as well coordinated.
47. _____ I consider myself to be strong willed or independent minded.
48. _____ I can generally find my way around unfamiliar territory.
49. _____ My conversation includes frequent references to things that I've read or heard.
50. _____ I favor social pastimes such as Monopoly or bridge over individual recreations such as video games and solitaire.
51. _____ I've written something recently that I was particularly proud of or that earned me recognition from others.
52. _____ I keep a personal diary or journal to record the events of my inner life.
53. _____ I know the tunes to many different songs or musical pieces.
54. _____ I need to practice a new skill rather than simply reading about it or seeing a video that describes it.
55. _____ I have vivid dreams at night.
56. _____ I sometimes think in clear, abstract, wordless, imageless concepts.
57. _____ I frequently use a camera or camcorder to record what I see around me.
58. _____ I have at least three close friends.
59. _____ When I have a problem, I'm more likely to seek out another person for help than attempt to work it out on my own.
60. _____ Math and/or science were among my favorite subjects in school.
61. _____ I'm sensitive to color.
62. _____ I am self-employed or have at least thought seriously about starting my own business.
63. _____ If I hear a musical selection once or twice, I am usually able to sing it back fairly accurately.
64. _____ I enjoy doing jigsaw puzzles, mazes, and other visual puzzles.
65. _____ I like finding logical flaws in things that people say and do at home and work.
66. _____ I prefer group sports like badminton, volleyball, or softball to solo sports such as swimming and jogging.
67. _____ I feel more comfortable when something has been measured, categorized, analyzed, or quantified in some way.
68. _____ I often see clear visual images when I close my eyes.
69. _____ I often make tapping sounds or sing little melodies while working, studying, or learning something new.
70. _____ I'm the sort of person that people come to for advice and counsel at work or in my neighborhood.

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MULTIPLE INTELLIGENCES CHECKLIST KEY

Linguistic Intelligence

_____ 1
_____ 7
_____ 8
_____ 13
_____ 18
_____ 24
_____ 28
_____ 31
_____ 49
_____ 51

Total _____

Bodily-Kinesthetic Intelligence

_____ 2
_____ 5
_____ 12
_____ 15
_____ 21
_____ 27
_____ 35
_____ 39
_____ 46
_____ 54

Total _____

Intrapersonal Intelligence

_____ 4
_____ 9
_____ 17
_____ 23
_____ 32
_____ 34
_____ 40
_____ 47
_____ 52
_____ 62

Total _____

Logical-Mathematical Intelligence

_____ 3
_____ 11
_____ 19
_____ 30
_____ 44
_____ 45
_____ 56
_____ 60
_____ 65
_____ 67

Total _____

Musical Intelligence

_____ 6
_____ 10
_____ 16
_____ 25
_____ 29
_____ 38
_____ 43
_____ 53
_____ 63
_____ 69

Total _____

Spatial Intelligence

_____ 20
_____ 33
_____ 36
_____ 42
_____ 48
_____ 55
_____ 57
_____ 61
_____ 64
_____ 68

Total _____

Interpersonal Intelligence

_____ 14
_____ 22
_____ 26
_____ 37
_____ 41
_____ 50
_____ 58
_____ 59
_____ 66
_____ 70

Total _____

MULTIPLE INTELLIGENCES

Directions: Appropriately plot the points that represent the totals for each of the seven intelligences. Use a line to connect the plotted points to show a graph of your intelligences.

	Word Smart	Picture Smart	Music Smart	Body Smart	Logic Smart	People Smart	Self Smart
10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
0							

_____

Your Name

home\mi\smartgrd.doc

hild's Name I _____ Date _____

Environmental Preferences (How Do You Concentrate?)

ems most alert during which time(s) of day? _____

hen doing his or her best work, _____ (needs, doesn't need) me sort of intake (food or drink).

ems to be able to concentrate best in _____ (bright, dim) light.

almost always most comfortable doing homework _____ t a desk, on the floor, on the bed, or other).

I. Modalities (How Do You Remember?)

SUCCESSFUL MOST OFTEN WHEN HE OR SHE CAN

___ repeat the words aloud, drill verbally, or turn the information into a song or rhyme
___ see a picture of what is meant, or sketch out an idea, or use colorful folders to organize materials
___ keep on the move, can take frequent breaks, can work in spurts of great energy, can shift position often

II. Cognitive Style (How Do You Interact With Information?)

WHEN LISTENING TO INFORMATION OR DIRECTIONS, USUALLY SEEMS TO (choose one)
- ❑ get the gist of things, understand the main idea
- ❑ remember specific details, can repeat things word for word

WHEN READING, OFTEN (choose one)
- ❑ reads quickly, skipping unfamiliar words or substituting words; tends to choose subjects of interest and fiction
- ❑ reads slowly and deliberately, reads every word, stopping when there is an unfamiliar word; tends to choose subjects that can further knowledge, not much light reading

WHEN ORGANIZING, USUALLY (choose one)
- ❑ works with piles instead of files; may spread materials out over several work areas; tends to procrastinate
- ❑ works best with a structured schedule; needs a clear and efficient work space; needs to break larger projects into manageable parts

Parent Questionaire - How does your child learn best?

WHEN LEARNING, IS (choose one)
- ❑ more interested in obvious facts than in hidden meanings
- ❑ often interested in where a person got the facts
- ❑ most interested in the background of the person giving the facts
- ❑ mostly just interested in how much of the facts are really necessary

ON A DAY-TO-DAY BASIS, PREFERS (choose one)
- ❑ having a parent or teacher provide predictable plans and routines
- ❑ designing his or her *own* schedule or routines
- ❑ knowing what will make everyone else happy
- ❑ doing whatever the inspiration of the moment dictates

WHEN IT COMES TO RESPONDING TO AUTHORITY FIGURES, SEEMS TO ESPECIALLY NEED (choose one)
- ❑ clear and specific rules and expectations
- ❑ logical reasons for procedures and guidelines
- ❑ reassurance of personal worth despite making a mistake
- ❑ to feel the mutual respect of the person in authority and input on the issues

Summary

Child's Name _____ Date _____

Here is what I feel is most important for you as a teacher to know about my child:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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EXAMPLES

TRANSFER JOURNAL

Name: _____ Class/Course: _____ Date: _____

Idea	Interpretation	Application
What's the Big Idea? (Copy phrase or sentence exactly)	**What does it mean? (Write in your own words)**	**How can you apply or transfer the idea to another subject or your life?**
Example: Viet Nam became President Johnson's *Achilles heel.*	Soft spot, weakness — In mythology Achilles was dipped in the River Styx to make him invincible, but his mother held him by the heel so it wasn't protected. He was later killed when someone shot him in the heel.	I can say that when I diet, chocolate is my *achilles heel* — my weak spot — my downfall. In the book, *A Separate Peace,* Gene's *achilles heel* (downfall) was jealousy — He envied Finny and his envy caused Finny's death.

Signed: _____ Date: _____

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ONE SENTENCE SUMMARY FRAMES

Description:

A _____ is a kind of _____ that...

Compare/Contrast:

_____ and _____ are similar in that they both...,

but _____ ... while _____...

Sequence

_____ begins with ..., continues with..., and ends with...

Problem/Solution

_____ wanted ..., but ..., so...

Cause/Effect

_____ happens because ...

K - W - H

Name: _____ Date: _____

Research Topic: _____

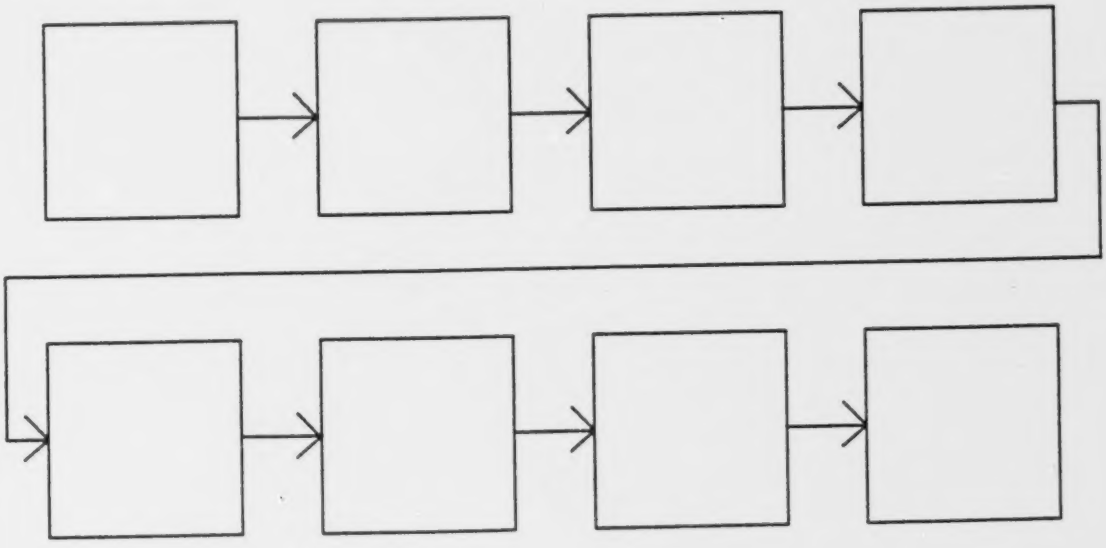
Essential Question: _____

K What do you know about the topic?	W What would you like to find out?	H How do you plan to find out?

NAME _____ CLASS _____

THE SEQUENCE CHART

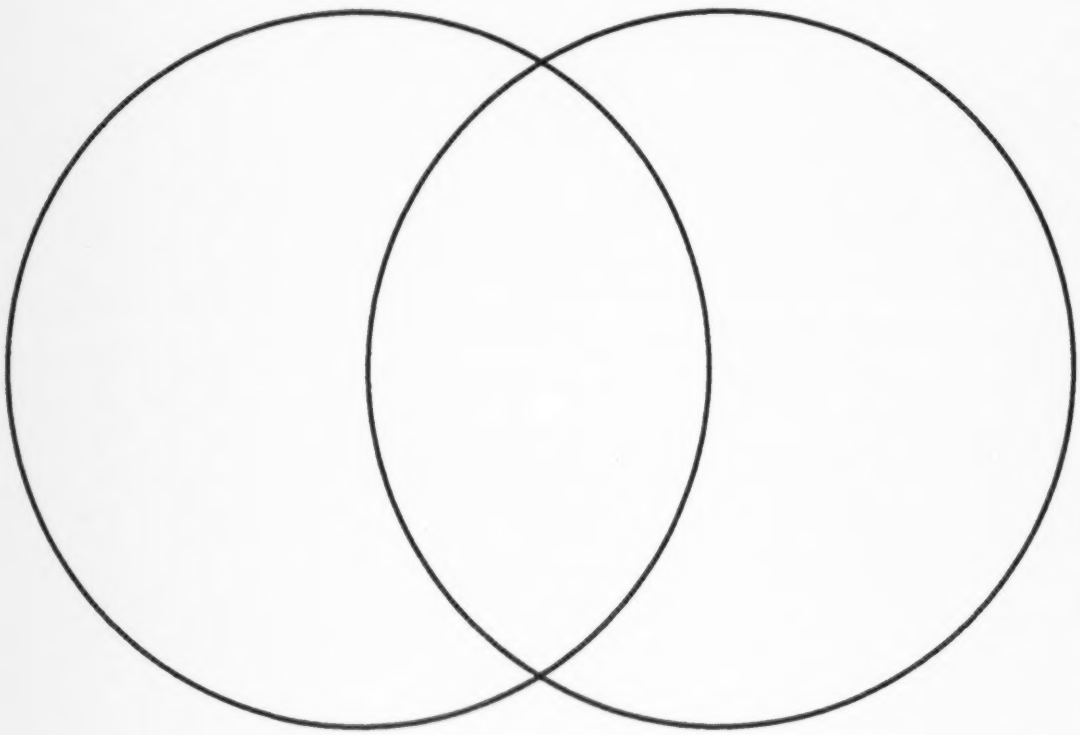
Problem:



M

NAME _____ CLASS _____

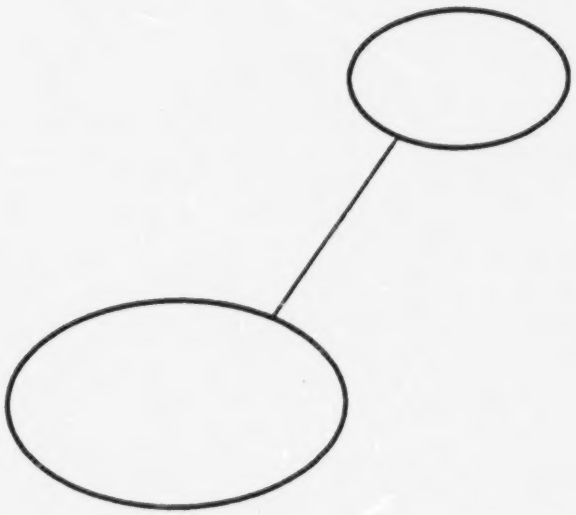
VENN DIAGRAM



N

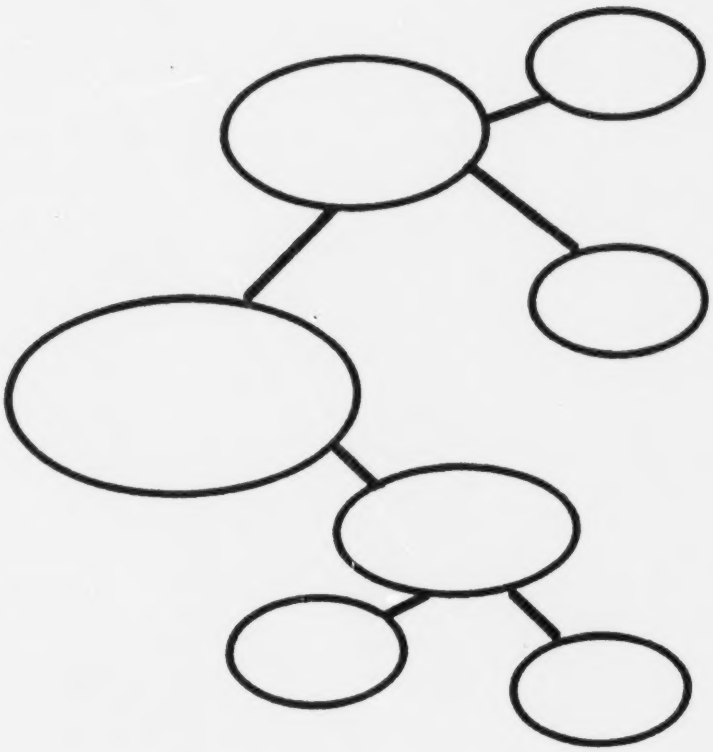
NAME _____ CLASS _____

THE MIND MAP

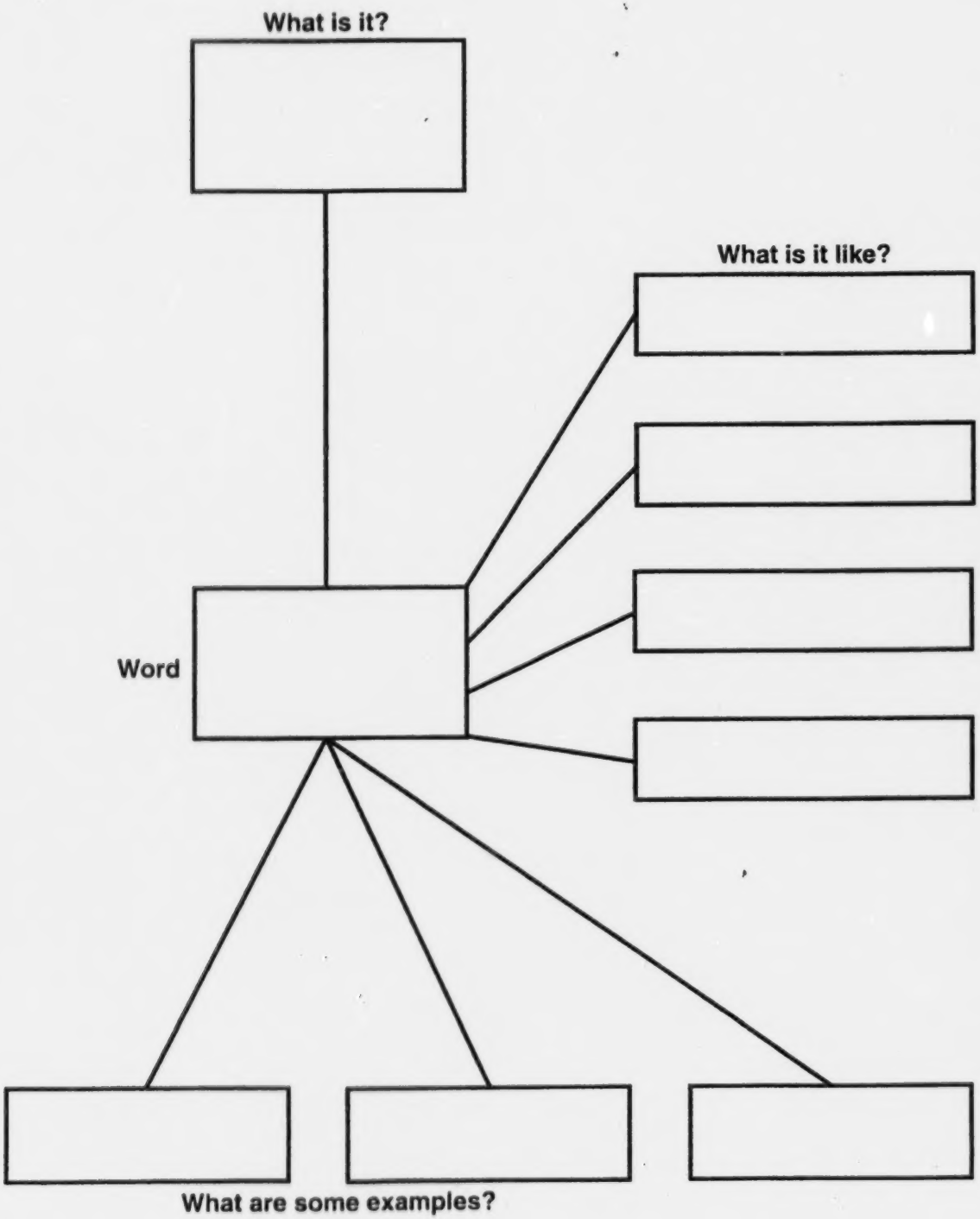


Nombre_____ Español Periodo _____

El Mapa de Mente



Word Map



Rationale for Portfolio Selection

Name: _____ Date: _____

Subject: _____ Period: _____ Teacher: _____

Title of portfolio selection: _____

I'm including this work because: _____

_____

One thing I would do differently is: _____

_____

I feel that this selection: _____ reflects my hard work _____ shows effort

_____ needs improvement _____ isn't my best

_____ is pretty good _____ is awesome

Other comments: _____

_____

_____

_____

Q

ON YOUR OWN

Directions: Select the skills you want to observe and write them on the five slanted lines at the top.

OBSERVATION CHECKLIST

Teacher: _____ Class: _____ Date: _____

Target Skills: _____

Ratings:
✚ = Frequently
✓ = Sometimes
○ = Not Yet

NAMES OF STUDENTS						COMMENTS
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						

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R

Teacher Assessment of Student's Class Participation

Name: _____ Date: _____

Subject: _____ Period: _____

1. The student answers questions in class on a regular basis.	Yes	No
2. The student asks appropriate questions when necessary.	Yes	No
3. The student makes appropriate comments in discussion.	Yes	No
4. The student participates in a non-disruptive manner.	Yes	No
5. The student visibly pays attention in class.	Yes	No
6. The student participates readily and voluntarily.	Yes	No
7. The student stays on task during small group activities.	Yes	No
8. The student follows classroom rules and procedures.	Yes	No
9. The student is not reluctant to seek extra help.	Yes	No
10. The student is prepared and brings materials to class.	Yes	No

Comments, clarifications, suggestions: _____

_____

_____

_____

_____

Teacher

Observation Checklist

Class: _____ Date: _____

Teacher: _____ Period: _____

Monitoring will be done by:

Teacher _____ Teacher / Student _____

Focus will be on:

Whole Class _____ Individual Groups _____

Individual Students _____

Observation will include the behaviors of:

_____

_____

_____

_____

Processing comments and feedback:

_____

_____

_____

_____

As I See-It ... "This Is Me ".

Words and phrases can tell a lot about a person. I think these five words describe me best.

1. _____

2. _____

3. _____

4. _____

5. _____

My best characteristic is . . .

_____

These three words are the ones I'd like people to think of when they think of me.

1. _____

2. _____

3. _____

If I could change myself, I would try to be . . .

_____

_____

_____

_____

_____

_____

_____

Teacher Assessment and Feedback

Name: _____ Date: _____

Subject: _____ Period: _____ Teacher: _____

This assessment has been based on:

____assignments _____ tests _____ quizzes _____ homework _____ other

from:_____ to: _____.

1. Your best work to date was on _____

   It showed evidence of your knowledge of _____

2. The work that showed that you needed improvement was _____

   The area(s) of concern are: _____

   _____

3. Overall your current grade is _____ (numerical average / letter grade)

4. You need to focus on: _____

   _____

5. Other comments: _____

   _____

   _____

_____

Student signature

Student Self-Assessment of Class Participation

Name: _____ Date: _____

Respond to all that apply to your class participation today:

_____ I raised my hand to ask a question but was not called on.

_____ I raised my hand to answer a question but was not called on.

_____ I answered the question about _____

_____ I asked a question about _____

_____ I thought today's lesson was interesting.

_____ If we had more time I wish we could _____

My favorite part of the lesson today was _____

_____

_____

Some other comments I have are: _____

_____

_____

_____

Self Assessment ... Skills, Content, or Concepts

Name: _____ Date: _____

Subject: _____ Period: _____ Teacher: _____

1. I would rate my knowledge of _____ as:

I don't understand it! I know it well!

1 2 3 4 5

2. The things I feel I really know about _____ are:

_____

_____

_____

3. I am still confused about: _____

_____

_____

_____

4. I need more help from the teacher. Yes No

5. I would like to work with a tutor. Yes No

X

Student Self-Assessment

Name: _____ Date: _____

Subject: _____ Period: _____ Teacher: _____

1. Review the work that you have completed. What questions do you have?

What are your concerns? _____

_____

_____

2. What are three goals that you have for next week? _____

_____

_____

3. Assess yourself by putting an "X" next to each area that you feel you are making progress.

_____ Attitude	_____ Behavior	_____ Organization
_____ Effort	_____ Neatness	_____ Meeting deadlines
_____ Listening	_____ Studying	_____ Staying on task
_____ Handwriting	_____ Participation	_____ Cooperation
_____ Punctuality	_____ Preparedness	_____ Homework

Student Self-Assessment

Name: _____ Date: _____

Subject: _____ Period: _____ Teacher: _____

Rate yourself in the following areas by putting an "X" in the columns that apply.

	Needs Work	Okay	Good Job
1. My behavior	_____	_____	_____
2. My handwriting	_____	_____	_____
3. My homework	_____	_____	_____
4. Class participation	_____	_____	_____
5. Organization	_____	_____	_____
6. Meeting deadlines	_____	_____	_____
7. Following directions	_____	_____	_____
8. Working with others	_____	_____	_____
9. Using time wisely	_____	_____	_____
10. _____	_____	_____	_____

For the areas checked as "Needs Work" I will try to: _____

_____

Comments and / or concerns I have are: _____

_____

_____

Checklist for Success!!

Name : _____ Date : _____

About Me!

_____ 1. My Teacher can easily read my handwriting.

_____ 2. My work has consistently been turned in on time.

_____ 3. I feel satisfied with the work I have been doing.

_____ 4. I like the assignments and activities we have been doing.

_____ 5. I do feel that I am learning new concepts each day.

About My Portfolio:

_____ 6. My portfolio selections show that I am making progress.

_____ 7. My portfolio is up to date.

_____ 8. My portfolio contains self-assessments and reflections.

_____ 9. My parents have reviewed the contents of my portfolio.

_____10. My portfolio contains comments / feedback from my teacher.

Other Comments:

_____

_____

_____

_____

_____